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ABSTRACT

In the school year 1988-89 the school district of the city of Saginaw operated two programs designed to meet the special needs of bilingual and migrant students: (1) the Section 41, State Bilingual Education Program; and (2) the ECIA, Chapter 1, Migrant Education Program. Both programs operated at 21 elementary schools, 5 junior highs, and 2 high schools. The Bilingual Program served 901 K-12 students, while the Migrant Program served 494 students, K-12. The State Bilingual Program served students whose primary language was other than English, or who came from a non-English speaking home environment. The Migrant Education Program served students whose families follow the crops or fishing industry and as a result the students experienced educational discontinuity. Although the programs' philosophies differ, the student populations overlap, because, in most circumstances, a student in the Migrant Program comes from a non-English speaking home. In view of this fact, the two programs cooperate by sharing the same staff, materials, and activities. This report presents the programs' evaluations for the 1988-89 school year. Evaluation procedures included: (1) structured interviews with advisors at their support service sites; (2) structured interviews with teachers at their instructional sites; and (3) classroom observations. The results were summarized into statements indicating one of the following: a program strength; a potential strength; or a weakness. Appendices include: (1) description of identification and eligibility procedures; (2) samples of interview and observation forms; (3) item analysis of the interviews; and (4) lesson elements checklist results. (ALL)

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EVALUATION REPORT

STATE BILINGUAL AND ECIA
CHAPTER 1 MIGRANT PROCESS
EVALUATION REPORT

1988-89

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STATE BILINGUAL AND ECIA CHAPTER 1 MIGRANT PROCESS EVALUATION REPORT

1988-89

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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February, 1989

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PROGRAM DESCRIPTION

The Section 41, State Bilingual Education program, and the E.C.I.A., Chapter 1, Migrant Eduation program are programs designed to meet the special educational needs of State Bilingual and Migrant students in the School District of the City of Saginaw. These programs were operated by the school district during the 1988-89 school year.

The State Bilingual and Migrant programs operated at 21 elementaries, five junior highs, and both high schools. Instruction was provided primarily on a pull-out basis, with each student receiving approximately one hour of supplemental instruction per week.

State Bilingual Program

The State Bilingual program served 901 students during the 1988-89 school year. The vast majority of the students were Hispanic, with a small number of Laotian students completing the program population.

Instruction was provided to K-6 students primarily in the areas of reading and mathematics. Students in grades 7-12 also received instruction in the basic skills, as well as counseling and support services.

Migrant Program

The Migrant program provided supplemental reading, mathematics, and communication skills instruction for the children of Migrant workers. A total of 494 students K-12 participated in the program.

The State Bilingual program served students whose primary language was other than English, or who came from a home environment where a language other than English was regularly used. The Migrant Education program served students whose families follow the crops or fishing industry for a livelihood, and as a result the students experienced educational discontinuity. Although the program philosophies differ, the student populations overlap because, in

most circumstances, a student in the Migrant program comes from an environment where English was not the primary language spoken in the home. In view of this fact, these two programs cooperate as one, the staff serving the students were the same, and all materials and activities were shared by the programs. (See Appendix A for a complete description of the students eligibility criteria.)

PROCESS EVALUATION PROCEDURES

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that influence a program's outcome. For these programs, the process evaluation was accomplished by three separate activities: 1) structured interviews of advisors at their support service sites; 2) structured interviews of teachers at their instructional sites; and 3) classroom observations by an evaluator. The observations and interviews were planned for the weeks of November 28 and December 5, 1988. All seven certified instructional program staff were to be interviewed and observed (see Appendix B for a copy of these instruments). All three program advisors were to be interviewed (see Appendix C for a copy of this structured interview instrument).

PRESENTATION OF PROCESS DATA

The 1988-89 Process Interview for State Bilingual/Migrant Staff at Instructional Sites (see Appendix B) and Support Service Sites (see Appendix C) were conducted with program staff between November 30, 1988 and December 5, 1988. All seven teachers and three secondary advisors were interviewed. The detailed tabulated results are presented in Appendix D

During the same time period observations were conducted of the seven certified teachers. The observational results of a complete class session were recorded on the 1988-89 State Bilingual/Migrant Process Observational Evaluation Instrument (see Appendix B). The six elementary teachers were observed in a pull-out class setting and the one junior high teacher was observed in a regular classroom setting. The detailed observational results are presented in Appendix E.

What follows are the salient points stemming from this year's process evaluation efforts of the 1988-89 State Bilingual/Migrant programs. The program evaluator and supervisor reviewed the results and summarized them into a set of statements that were categorized as indicating a strength, a potential strength (improvement still needed), or a weakness. The major findings follow.

Strengths of the State Bilingual/Migrant Programs

From a combined review of current findings, past achievements of the programs, and the present description of the programs, the following strengths appear noteworthy.

PROGRAMMING AND INSTRUCTIONAL MANAGEMENT: INSTRUCTIONAL SITES

- Almost all of the teachers (85.7%) described their instructional strategies as being consistent with the Instructional Theory Into Practice (ITIP) techniques.
- All teachers (100.0%) either follow building scheduled objectives for the the week and/or regular teacher input on observed student weaknesses as the focus of classroom sessions.
- The students per teacher caseload at the secondary level for the lone secondary teacher was 50 to 1.
- Both elementary and secondary sites provided small group instruction with on average approximately 5 and 12 students respectively per session.
- Teacher instructional subject area focus by statement and observed practice is centered on reading and English with secondary attention to mathematics.
- Presently no scheduling conflicts exist between the programs staff and and regular and/or compensatory teaching staff.
- Teacher lesson plan books were complete and up-to-date at all sites.
- All teachers (100.0%) had access to the California Achievement Tests (CAT) results.
- Observational results of teachers indicate they have no trouble in displaying ITIP strategies (see Appendix E for the details) related to the following:
  - Standards,
  - Practice, and
  - Motivation.
- All teachers (100.0%) have or are in the process of obtaining Home Language Survey data for both participants as well as potential paarticipants of the State Bilingual program

COMMUNICATIONS/ESPRIT DE CORPS:
INSTRUCTIONAL SITES

- Of the 22 building sites, 21 of them (95.5%) have building principals that are perceived as supportive of the programs. The remaining building principal is perceived as being neutral relative to the programs.

MISCELLANEOUS:
INSTRUCTIONAL SITES

- The three most often cited positive contributions of the programs included:

  -- Individual help,
  -- Role models for State Bilingual/Migrant students, and
  -- Self-concept and self-control development of students.

PROGRAMMING AND COUNSELING/GUIDANCE:
SUPPORT SERVICE SITES

- Secondary attendance counseling services are being provided at all six support service sites (100.0%).

- Advisors are using multiple means (attendance records plus contacts by school personnel and other agencies) to focus their counseling and advising efforts.

- No scheduling conflicts were reported by State Bilingual/Migrant advisors between themselves and classroom teachers and/or other professionals.

- All advisors (100.0%) have provided Home Language Survey results for both participants as well as potential participants of the State Bilingual program to the program supervisor.

- All three advisors (100.0%) felt the supervisor was readily available to react to suggestion and offer advice.

- All advisors (100.0%) have access to California Achievement Tests (CAT) results.

COMMUNICATIONS/ESPRIT DE CORPS:
SUPPORT SERVICE SITES

- Of the six secondary building sites where support services are provided, five of them (83.3%) have building principals that are perceived supportive to the program. The remaining secondary principal is perceived as being non-supportive of the programs.

MISCELLANEOUS:
SERVICE SUPPORT SITES

- Advisors see their contributions to be threefold:

  -- Fostering a positive attitude toward education,
  -- Increasing grade point averages of students, and
  -- Working to bring together staff to serve the best interests of students.

Weaknesses of the State Bilingual/Migrant Programs

From a combined review of current findings, past achievements of the programs, and the present description of the programs, the following current weaknesses appear noteworthy.

PROGRAMMING AND INSTRUCTIONAL MANAGEMENT:
INSTRUCTIONAL SITES

- The students per teacher caseload at the elementary level was 138 elementary students per teacher (range of 64 students).

- Teaching and reteaching strategies, while apparent, still need to be strengthened and more variety provided (see Appendix E for further detail).

- While teachers have knowledge that they are to maintain on file student census, teacher contact, and parent contact forms, these records seem to be not immediately available and when available they appear to be less than complete or up-to-date.

- Teachers desire more guidance/leadership of the State Bilingual/Migrant supervisor through a number of activities:

  -- More classroom visits/observations;
  -- More communications about what progress is being made in State Bilingual/Migrant programmming at the local, state, and national levels;
  -- Less (streamlined) paper work requirements; and
  -- More effort to reduce caseloads of elementary staff.

MISCELLANEOUS:
INSTRUCTIONAL SITES

- The single most important current problem cited by elementary teaching staff was the lack of time to provide review of concepts taught because of the large caseloads at multiple buildings.

- Other problems to be tackled included the following:

  -- Pupil absenteeism,
  -- Availability of micro-computers at at all sites,
  — Limitations of student participation because of the three year eligibility rule.

PROGRAMMING AND COUNSELING/GUIDANCE:
SUPPORT SERVICE SITES

- The amount of individual and small group counseling varies greatly, it seems evident from a review of this data in Appendix D that more standardization of support services is needed.

COMMUNICATIONS/ESPRIT DE CORPS:
SUPPORT SERVICE SITES

- While some intermittent oral communications do occur between the advisors and classroom teachers, this communication must become more planned and regular in its occurence.

MISCELLANEOUS:
SUPPORT SERVICE SITES

- The basic weakness of the advisor program is the lack of planned strategies to address the many needs of secondary students.

Potential Strengths of the State Bilingual/Migrant Programs

From a combined review of current findings, past achievements of the programs, and the present description of the programs, the following areas of potential strength (observed positive change where more improvement is still possible) appear noteworthy.

PROGRAMMING AND INSTRUCTIONAL MANAGEMENT: INSTRUCTIONAL SITES

- While most staff used anticipatory sets and closure strategies in teaching lessons (85.7% and 71.4% respectively) more thorough use of these techniques were desired (see Appendix E for details).

COMMUNICATIONS/ESPRIT DE CORPS: INSTRUCTIONAL SITES

- While communications between State Bilingual/Migrant staff and regular teachers, are taking place, this communication must become more regular in occurrence and better documented through the consistent use of the teacher contact form to record each occurrence.

PROGRAMMING AND COUNSELING/GUIDANCE: SUPPORT SERVICE SITES

- While four of the six sites (66.7%) provide a full-range of suppport services (attendance counseling plus academic, social, and personal advising), it is the intent of this program to provide these services at all support service sites.
- While various records are maintained at each support site by advisors, common records need to be maintained across all sites.

RECOMMENDATIONS

Based on this year's process evaluation, the following recommendations are offered in an effort to improve the implementation of the State Bilingual/Migrant programs in the future.

1. Explore other alternatives to lower the student to staff ratios and to make those ratios more consistent across buildings. Present funding levels make it impossible to lower the ratio further without assistance from other sources.

2. Work with the Instructional Staff Development Center (ISDC) staff to design an appropriate set of inservice activities to address the following: anticipatory set, teaching/reteaching, and closure strategies in the context State Bilingual/Migrant instructional settings.

3. Continue to plan and define at the secondary level a consistent advisor program where like services are provided at all secondary buildings to eligible students.

4. Develop a technique or set of procedures to ensure the provision of regular communication of both instructional and advisor staff with classroom and compensatory education teaching staff.

5. Increased monitoring of a number of program functions by the program supervisor seems needed. These functions include:

   - Record keeping at both instructional and support service sites,
   - Classroom instructional practices,
   - Pupil absenteeism, and
   - Caseloads of staff.

6. Record building level instructional activities that happen monthly. These activities then should be communicated through a calendar of events from each teacher to the supervisor.

APPENDICES

APPENDIX A

IDENTIFICATION AND ELIGIBILITY PROCEDURES FOR STATE BILINGUAL AND MIGRANT STUDENTS

State Bilingual

The first step in this procedure is that of student identification. Potential students are identified by means of a Home Language Survey (HLS). the survey is designed to determine if: 1) the native or first language is other than English or; 2) a language other than English is regularly used in the student's home or environment. Students in grades K-2 are eligible for the program on the basis of the HLS and parental permission. Students in grades 3-12 go through a more extensive eligibility system which is described below.

In addition to the HLS, students in grades 3-12 are also tested on one or two instruments for program eligibility. Students, who are new or have never been in the Bilingual program, are tested with a test of oral English proficiency. In Saginaw, the Language Assessment Battery (LAB) test is used for this purpose and is usually administered in the fall of each year. If the student scores at or below the 40th percentile, then the student is eligible. However, if the student scores above the 40th percentile, then the student an English reading achievement test. The California Achievement Tests CAT) are used for this purpose. If the student scores at or below the 40th percentile on CAT, then the student is eligible for the program. Finally parental permission is needed for program participation.

APPENDIX A

Students in grades 3-12, who were in the Bilingual program the previous year, go through a somewhat different eligibility procedure. These students are subject to a program exit criterion which is based on the student's post-test English reading achievement score. If the student's post-test score remains at or below the 40th percentile, the student is ineligible. However, eligibility is based on either the oral Engish language proficiency test score or the English reading achievement test score. In addition, a score that is used for eligibility is to be the result of a test administration no earlier than the spring of the preceding school year. It is, therefore, possible for a student to exceed the 40th percentile on the reading achievement test and become eligible when retested with the oral English proficiency test. The final eligibility requirement is that students:

> ... shall be enrolled in the Bilingual instruction program for three years or until the child achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever comes first.[1]

---

[1] Administrator's Manual for Bilingual Education Programs in Michigan 1979-80. Bilingual Education Office, Michigan Department of Education, February, 1979, Appendix A, page 4.

APPENDIX A

Migrant

Eligibililty for the Migrant program is based solely on whether a student is one of three Migrant designations. The district does, however, attempt to serve those students with the greatest academic need, and nearly all Migrant students scored at or below the 40th percentile on an English reading achievement test.

The three designations of Migrant students, are:

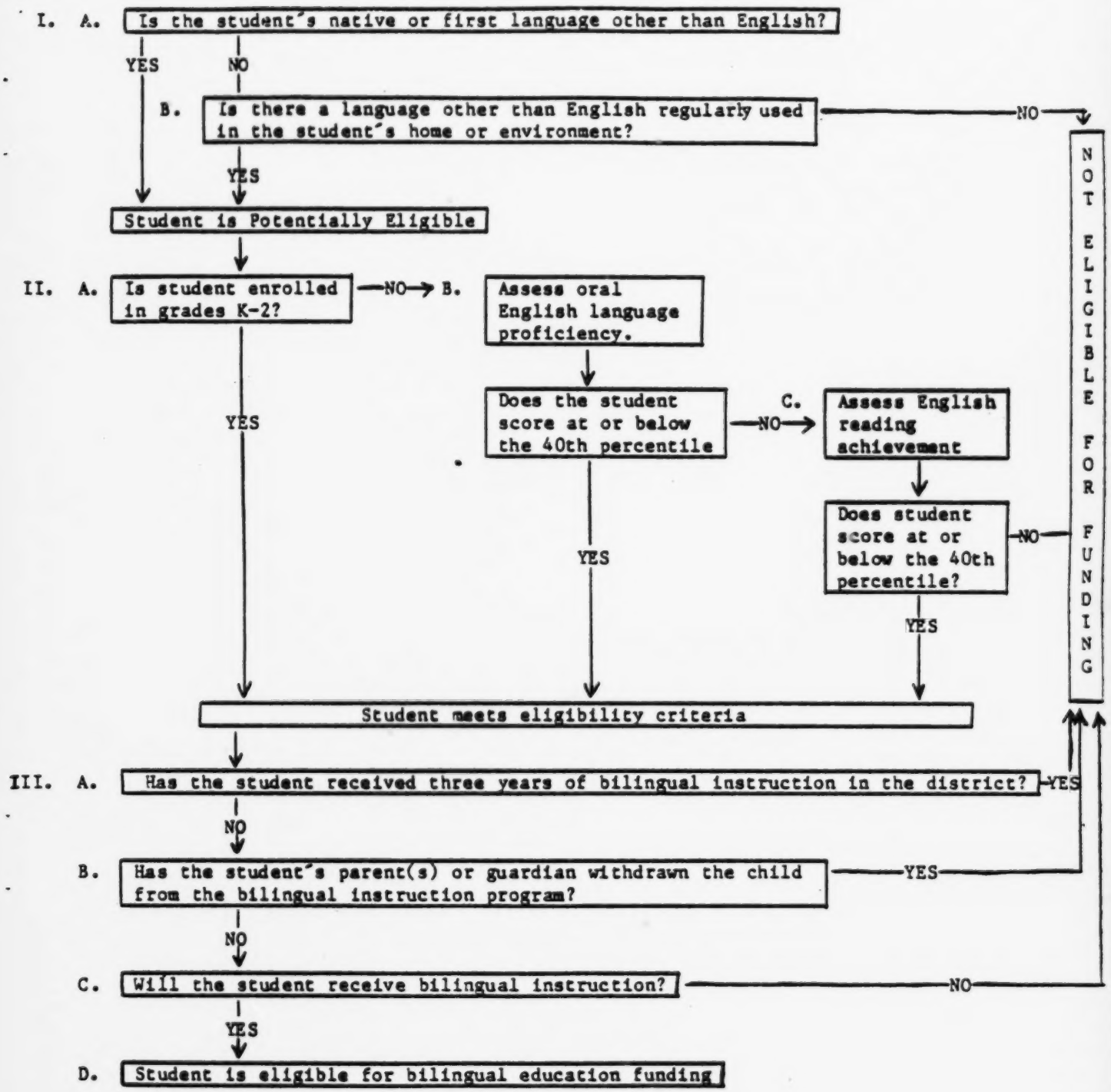
1) Interstate: Student has moved within the last year across state boundaries.

2) Intrastate: Student has moved within the last year across school district boundaries within the state.

3) Five Year Settled Out: Student has remained within a school district for at least five years.

APPENDIX A

PROCEDURES FOR THE IDENTIFICATION OF STUDENTS ELIGIBLE FOR BILINGUAL EDUCATION FUNDING SUMMARY FLOW CHART


I. A. Is the student's native or first language other than English?
YES
NO
B. Is there a language other than English regularly used in the student's home or environment?
NO
YES
Student is Potentially Eligible
II. A. Is student enrolled in grades K-2?
NO
B. Assess oral English language proficiency.
YES
Does the student score at or below the 40th percentile
C. Assess English reading achievement
NO
Does student score at or below the 40th percentile?
NO
YES
YES
NOT ELIGIBLE FOR FUNDING
Student meets eligibility criteria
III. A. Has the student received three years of bilingual instruction in the district?
YES
NO
B. Has the student's parent(s) or guardian withdrawn the child from the bilingual instruction program?
YES
NO
C. Will the student receive bilingual instruction?
NO
YES
D. Student is eligible for bilingual education funding

APPENDIX B

1988-1989 PROCESS INTERVIEW FOR STATE BILINGUAL/MIGRANT STAFF AT INSTRUCTIONAL SITES

Buildings Serviced: _____
Date: _____

Programming and Instructional Management

1. Describe a typical State Bilingual/Migrant session in terms of its parts and the instructional strategies you employ.

_____
_____
_____
_____
_____
_____

2. How do you determine what learning objectives you will focus upon during the various learning sessions?

_____
_____
_____
_____
_____
_____

3. What is your case load this school year at each of your buildings?

Count
_____ Building: _____
_____ Building: _____
_____ Building: _____
_____ Building: _____

Comments: _____
_____
_____

4. How many students do you typically see at a time at each of your buildings?

Count
_____ Building: _____
_____ Building: _____
_____ Building: _____
_____ Building: _____

Comments: _____
_____
_____

5. How much planning time do you have on a weekly basis during the regular work week (daily from 8:10 - 11:30 A.M. to 12:30 P.M. - 3:10 P.M.)? Note: 15 minute travel time to next building should be excluded from the regular work day.

_____minutes per week for planning

Comments: _____

_____

_____

6. What subject area(s) do you provide instruction to State Bilingual/Migrant children? (Check all that apply)

____ Reading
____ Mathematics
____ Other:_____
____ Other:_____

7. What, if any, scheduling conflicts at this building or others have you experienced with classroom and/or compensatory education teachers?

____ None
____ Some [Please describe problem(s).]

_____

_____

_____

_____

8. What type of information do you keep on program participants, teacher contacts, parent contacts, and lessons? Could I see your copies of this information? (Check all that are mentioned and check twice if records are shown.)

____ Student census forms
____ Teacher contact forms (___ check if updated at least every 2 weeks)
____ Parent contact forms
____ Lesson plans for each building (Objective form type planl, only one day in advance)
____ Home Language Survey

Comments: _____

_____

_____

APPENDIX B

9. Do you have a Home Language Survey showing a second language other than English spoken in the home on file for all State Bilingual program participants? (Check one)

____ Yes (If yes, check records to determine if documentation exists and comment below.)
____ No [(If no, do you have forms and directions from the program supervisor to come up with this documentation? (Check one)]
____ Yes
____ No

Comments: _____

10. Do you have a Home Language Survey showing a second language other than English spoken in the home on file for all potential State Bilingual participants you showed on your teacher census forms at the start of the year? (Check one)

____ Yes (If yes, check records to determine if documentation exists and comment below.)
____ No (If no, do you have forms and directions from the program supervisor to come up with documentation? (Check one)
____ Yes
____ No

Comments: _____

11. What type of supervisory leadership/guidance do you need from the program supervisor?

_____

12. Do you have access to the California Achievement Tests (CAT) results?

____ Yes
____ No

Comments: _____

Communications/Esprit De Corps

13. What are the various ways you regularly communicate with classroom techers? (Check predominant form and indicate exception in comment section.)

____ Written log/notes
____ Verbally through regularly scheduled session
____ Verbally on intermittent basis
____ Other (please describe) _____

_____

_____

Comments: _____

_____

_____

14. How would you describe the building principal's support of the State Bilingual/Migrant programs in this building? Other buildings? (Use a check mark to indicate each building.)

____ Supportive
____ Neutral
____ Non-supportive

Comments: _____

_____

_____

Miscellaneous

15. What, if any, are the most important current problems regarding the State Bilingual/Migrant programs in the building(s) you serve?

_____

_____

_____

_____

16. What, if any, do you consider to be the programs' positive contributions or strengths in your building(s)?

_____

_____

_____

_____

APPENDIX B

1988-1989 STATE BILINGUAL/MIGRANT PROCESS OBSERVATIONAL EVALUATION INSTRUMENT

School: _____ No. of Students: _____

Date: _____ Subject Area: _____

Evaluator: _____

CHECKLIST FOR LESSON ELEMENTS

Standards

Rrd* Did the students seem to know what was expected of them in terms of behavior? ___ Yes ___ No

Rrd Were all materials and equipment necessary for the class session in place and ready for use? ___ Yes ___ No

Rrd Was time wasted taking attendance and/or record keeping? ___ Yes ___ No

Anticipatory Set (Introduction)

Rrd Was the learning for that session clearly stated to students? ___ Yes ___ No

(R)r Were students shown how the learning related to previous learning they had experienced or to needs in their lives? ___ Yes ___ No

Teaching (Reteaching)

(R)r Did the teacher give a formal or informal pre-test? ___ Yes ___ No

R Did the teacher give an adequate explanation of the learning before students were expected to put it into practice? ___ Yes ___ No

Rr What strategy did the teacher use to put across the learning? (Check all strategies observed)

___ Lecture ___ Group discussion ___ Student input ___ Modeling

___ Inquiry (questions) ___ Role playing ___ Explanation ___ Other

Rr Did the teacher check regularly to make sure that all students understood the learning? ___ Yes ___ No

Practice

Rr Did the students practice the learning through some form of overt behavior? ___ Yes ___ No

Rr Was the practice directly related to the learning? ___ Yes ___ No

Rr Did the teacher monitor each student's practice of the learning? ___ Yes ___ No

Rr Did the teacher reteach the learning when and where necessary? ___ Yes ___ No

(Rr)d Did the teacher give a formal or informal post-test? ___ Yes ___ No

Closure

Rr Did the teacher close the class by having students identify what the session's learning was? ___ Yes ___ No

(Rr) Did the students leave the class knowing what the next session would be about (continuity)? ___ Yes ___ No

Follow-Up (Unguided Practice)

(Rr) Did the teacher assign homework based on the day's learning? ___ Yes ___ No

Motivation

Rrd During the class session, did the teacher use any of the following forms of motivation?

___ increasing/decreasing level of concern ___ maintaining friendly atmosphere

___ adding notes of interest ___ giving students knowledge of their results

___ granting rewards ___ allowing students moments of success

Short statement of objective:

_____

_____

_____

_____

*Lesson type code: R-regular r-review d-diagnosis (optional element)

APPENDIX C

1988-1989 PROCESS INTERVIEW FOR STATE BILINGUAL/MIGRANT STAFF AT SUPPORT SERVICE SITES

Buildings Serviced: _____

Date: _____

Programming and Counseling/Guidance

1. Describe a typical State Bilingual/Migrant session in terms of its parts and the counseling/guidance you employ.

_____
_____
_____
_____
_____
_____

2. How do you determine what goals or objectives you will focus upon during the various State Bilingual/Migrant sessions?

_____
_____
_____
_____
_____
_____

3. Describe your daily couseling/working schedule with State Bilingual/ Migrant students?

_____
_____
_____

Comments: _____
_____
_____
_____

4. What, if any, scheduling conflicts at this building or others have you experienced with classroom teachers and/or other professionals?

____ None
____ Some [Please describe problem(s).]

_____
_____
_____
_____

5. What type of information do you keep on program participants, teacher contacts, parent contacts, and lessons? Could I see your copies of this information? (Check all that are mentioned and check twice if records are shown.)

____ Student census forms
____ Teacher contact forms (___ check if updated at least every 2 weeks)
____ Parent contact forms
____ Home Language Survey

Comments: _____
_____
_____

6. Do you have a Home Language Survey showing a second language other than English spoken in the home on file for State Bilingual program participants? (Check one)

____ Yes (If yes, check records to determine if documentation exists and comment below.)
____ No [(If no, do you have forms and directions from the program supervisor to be able to produce this documentation? (Check one)]

____ Yes
____ No

Comments: _____
_____
_____

7. Do you have a Home Language Survey showing a second language spoken in the home other than English on file for all **potential** State Bilingual participants you showed on your teacher census forms at the start of this year? (Check one)

____ Yes (If yes, check records to determine if documentation exists and comment below.)
____ No [(If no, do you have forms and directions from the program supervisor to be able to produce this documentation? (Check one)]

____ Yes
____ No

Comments: _____
_____
_____

8. What type of supervisory leadership/guidance do you need from the program supervisor?

_____
_____
_____
_____

9. Do you have access to **California Achievenent Tests** (CAT) results?

____ Yes
____ No

Comments: _____
_____
_____

10. What other test results and data do you need in providing support services to State Bilingual/Migrant students? Do you have access to these data sources?

Harrington-O'Shea	____ Yes	____ No
Self-Directed Search	____ Yes	____ No
Attendance	____ Yes	____ No
KCASTS students data	____ Yes	____ No
Other: _____	____ Yes	____ No
Other: _____	____ Yes	____ No
Other: _____	____ Yes	____ No
Other: _____	____ Yes	____ No
Other: _____	____ Yes	____ No
Other: _____	____ Yes	____ No

Comments: _____
_____
_____

11. **Communications/Esprit De Corps**

What are the various ways you regularly communicate with classroom teachers? (Check predominant form and indicate exceptions in comment section.)

____ Written log/notes
____ Verbally through regularly scheduled sesssion
____ Verbally on intermittent basis
____ Other (please describe) _____
_____
_____

Comments: _____
_____
_____

12. How would you describe the building principal's support of the State Bilingual/Migrant programs in this building? Other buildings? (Use a check mark to indicate each building.)

____ Supportive
____ Neutral
____ Non-supportive

Comments: _____
_____
_____

Miscellaneous

13. What if any are the most important current problems regarding the State Bilingual/Migrant programs in this building(s) you serve?

_____
_____
_____

14. What, if any, do you consider to be the programs' positive contributions or strengths in your building(s)?

_____
_____
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APPENDIX D

RESULTS OF THE 1988-1989 PROCESS INTERVIEW FOR STATE BILINGUAL/MIGRANT STAFF AT SUPPORT SERVICE SITES (N =3)

Buildings Serviced: Central, Eddy, North, South, Webber Junior, Saginaw High and Arthur Hill

Programming and Counseling/Guidance

1. Describe a typical State Bilingual/Migrant session in terms of its parts and the counseling/guidance you employ.

   - All sites are involved in attendance counseling of State Bilingual/Migrant students
   - Four of the six sites (66.7%) conduct academic, social, and personal advising/supportive staff in addition to attendance counseling
   - The amount of individual and group counseling/advising varied by level and is expressed as a percent of contacts as follows:

	Individual	Small Groups
— Junior High	25% to 100%	0% to 75%
-- Senior High	30% to 90%	10% to 70%

2. How do you determine what goals or objectives you will focus upon during the various State Bilingual/Migrant sessions?

   - Poor attendance records
   - Contacts made by staff, assistant and/or principal, parents, police, etc. concerning problems such as:

     -- lack of student motivation
     -- low grade point averages
     -- inability to find a part-time job
     — inability to study
     -- no career or college information
     -- etc.

3. Describe your daily counseling/working schedule with State Bilingual/Migrant students?

   - Individual and/or group counseling
   - Visits to parents without phones to deal with potential problems relating to their student
   - Advisor for after-school club
   - Planner for field trip experiences

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4 What, if any, scheduling conflicts at this building or others have you experienced with classroom teachers and/or other professionals?

- None 3* (100.0%)
- Some 0 (0.0%)

*Number following the response indicates the number of respondents giving a particular response.

5. What type of information do you keep on program participants, teacher contacts, and lessons? Could I see your copies of this information? (Check all that are mentioned and check twice if records are shown.)

	Mentioned	Shown
• Student census forms	1 (33.3%)	1 (33.3%)
• Teacher contact forms	0 (0.0%)	0 (0.0%)
• Parent contact forms	0 (0.0%)	0.(0.0%)
• Home Language Survey	0 (0.0%)	0 (0.0%)*
• Student contact log	2 (66.7%)	2 (66.7%)
• Parent contact log	2 (66.7%)	1 (33.3%)
• Student attendance form	1 (33.3%)	1 (33.3%)
• Student file on problem resolution	1 (33.3%)	1 (33.3%)

* Respondents indicated all the Home Language Survey (HLS) were at the Board of Education and they had no record of who had a HLS on file.

6. Do you have a Home Language Survey showing a second language other than English spoken in the home on file for State Bilingual program participants? (Check one)

- Yes 3 (100.0%)
- No 0 (0.0%)

7. Do you have a Home Language Survey showing a second language spoken in the home other than English on file for all **potential** State Bilingual participants you showed on your teacher census forms at the start of this year? (Check one)

- Yes 3 (100.0%)
- No 0 (0.0%)

8. What type of supervisory leadership/guidance do you need from the program supervisor?

- All three student advisors felt that the supervisor was readily available to react to suggestions and to offer advice.

9. Do you have access to **California Achievement Tests** (CAT) results?

- Yes 3 (100.0%)
- No 0 (0.0%)

10. What other test results and data do you need in providing support services to State Bililngual/Migrant students? Do you have access to these data sources?

	Yes	No	Recommended
• Attendance	3 (100.0%)	0 (0.0%)	0 (0.0%)
• KCASTS student data	3 (100.0%)	0 (0.0%)	0 (0.0%)
• CA-60's	2 (66.7%)	0 (0.0%)	1 (33.3%)

11. **Communications/Esprit De Corps**

What are the various ways you regularly communicate with classroom teachers? (Check predominant form and indicate exceptions in comment section.)

- Written log/notes 0 (0.0%)
- Verbally through regularly scheduled session 0 (0.0%)
- Verbally on intermittent basis 3 (100.0%)

12. How would you describe the building principal's support of the State Bilingual/Migrant programs in this building? Other buildings? (Use a check mark to indicate each building.)

- Supportive 5 (83.3%)
- Neutral 0 (0.0%)
- Non-Supportive 1 (16.7%)

Miscellaneous

13. What if any are the most important current problems regarding the State Bilingual/Migrant programs in this building(s) you serve?

The following comments were given by a single respondent:

- Lack of adequate funding to conduct field trips and carry out other activities
- Three year funding limitation on State Bilingual participation
- Lack of planned strategies to address the many needs of secondary students

14. What, if any, do you consider to be the programs' positive contributions or strengths in your building(s)?

The following comments were made by a single respondent:

- Positive attitude of students toward education
- Improved grade point averages of students
- Teamwork of all staff members in the best interest of all students

APPENDIX D

RESULTS OF 1988-89 PROCESS INTERVIEW FOR STATE BILINGUAL/MIGRANT STAFF AT INSTRUCTIONAL SITES (N =7)

Buildings Serviced: Coulter, Emerson, Fuerbringer, Heavenrich, Herig, Houghton, Jerome, Jones, Kempton, Longfellow, Longstreet, Loomis, Miller, Moore, Morley, Nelle Haley, North Intermediate, Park, Rouse, Salina, Stone and Webber Elementary

Programming and Instructional Management

1. Describe a typical State Bilingual/Migrant session in terms of its parts and the instructional strategies you employ.

   The following were the responses given:

   - Elements of the Instructional Theory Into Practice (ITIP) lesson format (6) *
   - Review/support system for regular education teacher to reinforce lessons already presented (4)
   - New words for the day (2)
   - Board work,example, and then seat work (1)
   - Emphasis of the importance of learning (1)
   - Reinforcement in Spanish (1)
   - Tutoring plus English as a Second Language (ESL) including calendar of help provided to help diagnosis weaknesses (1)

   * Indicates the number of respondents giving the same or similiar comment.

2. How do you determine what learning objectives you will focus upon during the various learning sessions?

   The following responses were given:

   - Follow the building determined objective of the week in reading and/or mathematics (5)
   - Solicit teacher input on weaknesses observed and techniques employed in the past (4)
   - Focus in on low or failing classes/marks (2)
   - Review California Achievement Tests (CAT) results (1)

3. What is your case load this school year at each of your buildings?

The overall case load of the staff members ranged as follows with the average as indicated:

	low	high	average
• Elementary	108	172	138
• Secondary*	50	50	50

* Only one building at the secondary level.

4. How many students do you typically see at a time at each of your buildings?

The overall number of students typically seen at a time ranged as follows with the average as indicated:

	low	high	average
• Elementary	1	7	4.85
• Secondary*	7	18	12.25

* The low and high figures plus the average at the secondary level represent the numbers seen per period while the elementary represent an average class size per building.

5. How much planning time do you have on a weekly basis during the regular work week (daily from 8:10 - 11:30 A.M. to 12:30 P.M. - 3:10 P.M.)? Note: 15 minute travel time to next building should be excluded from the regular work day.

The weekly amount of planning time in minutes ranged as follows with the average as indicated:

	low	high	average
• Elementary	30	300	145
• Secondary	225	225	225

6. What subject area do you provide instruction to State Bilingual/Migrant children? (Check all that apply)

	Elementary (N=6)	Secondary (N=1)
• Reading/English	6 (100.0%)	1 (100.0%)
• Mathematics	6 (100.0%)*	1 (100.0%)
• Culture	4 (66.7%)*	0 (0.0%)
• Science	0 (0.0%)	1 (100.0%)
• Civics	0 (0.0%)	1 (100.0%)
• Economics	0 (0.0%)	1 (100.0%)
• Computers	0 (0.0%)	1 (100.0%)

* As requested but not on a daily consecutive basis

7. What, if any, scheduling conflicts at this building or others have you experienced with classroom and/or compensatory education teachers?

- None 7 (100.0%)
- Some 0 (0.0%)

Comments: Two respondents indicated a few minor conflicts at the start of the year because of changes going on in the Chapter 1/ Article 3 programs. However presently no scheduling conflicts exist.

8. What type of information do you keep on program participants, teacher contacts, parent contacts, and lessons? Could I see your copies of this information? (Check all that are mentioned and check twice if records are shown.)

	Mentioned	Shown
• Student census forms	5 (71.4%)	3 (42.8%)
• Teacher contact forms	6 (85.7%)	3 (42.8%)*
• Parent contact forms	5 (71.4%)	4 (57.1%)
• Lesson plans for each building	7 (100.0%)	7 (100.0%)**

* Of the three teachers who showed their teacher contact form only one (33.3%) was being updated every two weeks. The other two teachers appeared to update these forms every month or so.

** The lesson plans were always of the objective form type and completed at least one day in advance.

9. Do you have a Home Language Survey showing a second language other than English spoken in the home on file for all State Bilingual program participants? (Check one)

- Yes 7 (100.0%)*
- No 0 (0.0%)

* These test results are being kept by the program supervisor.

10. Do you have a Home Language Survey showing a second language other than English spoken in the home on file for all potential State Bilingual participants you showed on your teacher census forms at the start of the year? (Check one)

- Yes 5 (71.4%)*
- No 2 (28.6%)

  If no, do you have forms and directions from the program supervisor to come up with this documentation? (Check one)
  - o Yes 2 (100.0%)
  - o No 0 (0.0%)

* These test results are being kept by the program supervisor.

11. What type of supervisory leadership/guidance do you need from the program supervisor?

The following were the responses given:

- Adequate guidance/leadership is being given presently (5)
- More classroom visits by the supervisor to give insights and suggestions (2)
- Better leadership to reduce class loads and paper work burden (1)
- More communications about what is happening at the local, state, and national levels (1)

12. Do you have access to the California Achievement Tests (CAT) results

- Yes 7 (100.0%)
- No 0 (0.0%)

Communications/Esprit DeCorps

13. What are the various ways you regularly communicate with classroom teachers? (Check predominant form and indicate exception in comment section.)

- Written log/notes 0 (0.0%)
- Verbally through regularly scheduled session 3 (42.9%)
- Verbally on intermittent basis 4 (57.1%)

Comments: One respondent indicated that written notes are used in one building to communicate to regular classroom teachers because of the limited amount of time spent in that building.

14. How would you describe the building principal's support of the State Bilingual/Migrant programs in this building? Other buildings? (Use a check mark to indicate each building.)

- Supportive 21 (95.5%)
- Neutral 1 (4.5%)
- Non-Supportive 0 (0.0%)

Miscellaneous

15. What, if any, are the most important current problems regarding the State Bilingual/Migrant programs in the building(s) you serve?

The following problems were cited:

- No time to review and insure success because of the objective focus and large number of buildings to serve (3)

- Parent paraticipation needs to be increased to help solve the pupil absenteeism problem (1)
- More teachers are needed for the State Bilingual/Migrant Programs (1)
- The three year rule for State Bilingual students doesn't make sense if the students still cannot achieve up to grade level at the end of three years (1)
- The Apple computers need to be made available to all program sites (1)

16. What, if any, do you consider to be the programs' positive contributions or strengths in you buildings(s)?

- Individuals help to pupils in areas of greatest need that allows for a greater degree of success (5)
- Role model for State Bilingual/Migrant children (4)
- Help for pupils to develop positive self-concept and self-control (4)
- Provides interpreters for Spanish/Hmong parents concerning school matters (2)
- Cultural content injected into the instructional process (1)
- English as a Second Language (ESL) instruction being offered (1)
- Instructional services being provided to needy students (1)

TABLE E.1. LESSON ELEMENT CHECKLIST RESULTS FROM 1988-89 STATE BILINGUAL/MIGRANT TEACHERS OBSERVED NOVEMBER-DECEMBER, 1988 CONDUCTING REGULAR AND REVIEW LESSONS.

Checklist for Lesson Elements	REGULAR LESSON (N=5)		REVIEW LESSON (N=2)		TOTAL (N=7)	
	Observed	Not Observed	Observed	Not Observed	Observed	Not Observed
Standards						
Rrd* Did the students seem to know what was expected of them in terms of behavior?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
Rrd Were all materials and equipment necessary for the class session in place and ready for use?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
Rrd Was time wasted taking attendance and/or record keeping?	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)
Anticipatory Set (Introduction)						
Rrd Was the learning for that session clearly stated to students?	4 (80.0%)	1 (20.0%)	2 (100.0%)	0 (0.0%)	6 (85.7%)	1 (14.3%)
(R)r Were students shown how the learning related to previous learning they had experienced or to needs in their lives?	2 (40.0%)	3 (60.0%)	1 (50.0%)	1 (50.0%)	3 (42.9%)	4 (57.1%)
Teaching (Reteaching)						
(R)r Did the teacher give a formal or informal pre-test?	1 (20.0%)	4 (80.0%)	2 (100.0%)	0 (0.0%)	3 (42.9%)	4 (57.1%)
R Did the teacher give an adequate explanation of the learning before students were expected to put it into practice?	4 (80.0%)	1 (20.0%)	2 (100.0%)	0 (0.0%)	6 (85.7%)	1 (14.3%)
Rr What strategy did the teacher use to put across the learning? (Check all strategies observed)						
• Lecture	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)
• Inquiry (questions)	3 (60.0%)	2 (40.0%)	1 (50.0%)	1 (50.0%)	4 (57.1%)	3 (42.9%)
• Group discussiion	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)
• Role playing	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)
• Student input	1 (20.0%)	4 (80.0%)	0 (0.0%)	2 (100.0%)	1 (14.3%)	6 (85.7%)
• Explanation	3 (60.0%)	2 (40.0%)	1 (50.0%)	1 (50.0%)	4 (57.1%)	3 (42.9%)
• Modeling	3 (60.0%)	2 (40.0%)	2 (100.0%)	0 (0.0%)	5 (71.4%)	2 (28.6%)
• Other	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)

*Lesson type code: R-regular 4-review d-diagnosis (optional element)

TABLE E.1. (Cont.)

Checklist for Lesson Elements		REGULAR LESSON (N=5)		REVIEW LESSON (N=2)		TOTAL (N=7)	
		Observed	Not Observed	Observed	Not Observed	Observed	Not Observed
Teaching (Reteaching)							
Rr	Did the teacher check regularly to make sure that all students understood the learning?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
Practice							
Rr	Did the students practice the learning through some form of overt behavior?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
Rr	Was the practice directly related to the learning?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
Rr	Did the teacher monitor each student's practice of the learning?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
Rr	Did the teacher reteach the learning when and where necessary?	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
(Rr)d	Did the teacher give a formal or iniformal post-test?	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)
Closure							
Rr	Did the teacher close the class by having students identify what the session's learning was?	4 (80.0%)	1 (20.0%)	1 (50.0%)	1 (50.0%)	5 (71.4%)	2 (28.6%)
(Rr)	Did the students leave the class knowing what the next session would be about (continuity)?	4 (80.0%)	1 (20.0%)	2 (100.0%)	0 (0.0%)	6 (85.7%)	1 (14.3%)
Follow-Up (Unguided Practice)							
(Rr)	Did the teacher assign homework based on the day's learning?	0 (0.0%)	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)
Motivation							
Rrd	During the class session, did the teacher use any of the following forms of motivation?						
	• Increasing/decreasing anxiety	2 (40.0%)	3 (60.0%)	2 (100.0%)	0 (0.0%)	4 (57.1%)	3 (42.9%)
	• Adding notes of interest	4 (80.0%)	1 (20.0%)	2 (100.0%)	0 (0.0%)	6 (85.7%)	1 (14.3%)
	• Granting rewards	1 (20.0%)	4 (80.0%)	2 (100.0%)	0 (0.0%)	3 (42.9%)	4 (57.1%)
	• Maintaining friendly atmosphere	4 (80.0%)	1 (20.0%)	1 (50.0%)	1 (50.0%)	5 (71.4%)	2 (28.6%)
	• Giving students knowledge of their results	5 (100.0%)	0 (0.0%)	2 (100.0%)	0 (0.0%)	7 (100.0%)	0 (0.0%)
	• Allowing students moments of success	3 (60.0%)	2 (20.0%)	2 (100.0%)	0 (0.0%)	5 (71.4%)	2 (28.6%)